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ABSTRACT

This booklet, the first in a series of four, reports the information obtained during a national survey regarding the current state-level collaborative efforts of business/industry, labor, government, and education in career education planning and implementation. Following a brief introduction and an overview of the collaborative process (with some examples), the content is presented in three sections. The first covers the data collected from the state career education coordinators, including a table summary of the state-by-state responses regarding existing policy, policy development in process, and the involvement of business, industry, and labor. The next section presents the responses from the business/industry and labor communities and includes a table summary of data regarding current involvement in career education activities, the involvement of state officials, initial reasons for becoming involved, and factors that encouraged involvement. Responses from thirteen career areas are covered, including agribusiness and natural resources, business and office, communications and media, manufacturing, and public service. The last section briefly summarizes the survey findings and presents Task Force on Career Education recommendations concerning the recruitment of business/industry/labor representatives, diversity and representativeness, the establishment of a common agenda, the collaborative process, and a knowledgeable coordinator. (EM)

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Collaboration in State Career Education Policy Development:

The Role of Business, Industry and Labor

ED166542

Report No. 117

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Education Commission of the States
Denver, Colorado

Warren G. Hill, Executive Director

January 1979

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This report is based on the information and insights provided by numerous individuals across the country. These individuals responded to a survey instrument designed to shed light on the collaborative process at the state level surrounding career education planning and implementation. The survey was conducted in the spring of 1978 when, in many states, collaborative efforts – involving business/industry, labor, government and education – were just beginning. In most states, collaborative efforts are still relatively new and their potential for improving education is only now, in the late 1970s, becoming widely recognized.

Thus, the respondents to the survey instrument were able to provide some of the earliest available information and insights on the current collaborative efforts at the state level surrounding career education planning and implementation. Their responses were reviewed by the ECS Task Force on Career Education (for a list of members, see page iii) who brought their collective expertise to bear on providing, at the end of this report, a set of practical suggestions and recommendations for those at the state level who are involved in collaborative efforts.

The survey responses were analyzed by Constance Williams, Research Associate for the ECS Career Education Project. The report was prepared by the project staff under the direction of Gene Hensley, project director.

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Preface

In the past few years, there has been a heightened emphasis on encouraging collaboration between educators and the community around the concept of career education. Individual communities vary to a wide degree, including in their wealth of resources:

- different types of employers (large and small businesses, profit and non-profit making organizations, federal, state and local government agencies, etc.)
- different types of educational settings, including museums, hospitals and libraries, trade schools and apprenticeship programs, community colleges and many others
- private individuals who are active within the community as volunteers, as professionals or as amateurs (for example, as amateur archaeologists)

These, and the many other resources that exist within communities, greatly enrich the education system when they are called upon to do so and when, as a result of a collaborative approach, available resources within the community are targeted to meet the needs of individual students for accurate and current information on the variety of career opportunities available to them. If a collaborative approach is adopted, career education can become much more than an occasional guest lecture or field trip. It can become an agent of educational change that helps to individualize instruction; to orient instruction in ways that are relevant to students, to diversify instructional methods — and with resources that are far more adequate than those that can be provided by the education system alone.

The emphasis on career education, and on the need for a collaborative approach, originated at the federal level,[1] but the response at the local and state levels has been widespread and diversified — leading to the development of new and innovative approaches in the planning and implementation of career education.

At the local level, the effort to actively involve community members has frequently been highly successful — in many cases, well beyond the expectations of the school personnel who invited their participa-

[1]"Career, education," as a concept, was introduced by Commissioner of Education, Sidney Marland, in 1971.

tion. At the state level, however, in terms of developing statewide career education policies and plans, concern has been expressed that further efforts to involve non-educators need to be made.

In 1977 the Education Commission of the States (ECS) was awarded a grant from the U.S. Office of Education, Office of Career Education, to establish the ECS Career Education Project and a national Task Force on Career Education. The task force is composed of nationally recognized leaders in the career education movement and is chaired by Governor George Busbee of Georgia (a list of task force members appears on page iii). The purpose of the task force is to develop strategies to improve career education policies at the national, state and local levels through the collaborative efforts of business/industry, labor, government and education.

"State policies," as defined by the task force include official statements of state boards of education, rules and regulations promulgated by state education agencies, executive orders, statutes and resolutions adopted by the legislature and the formal recommendations of official advisory bodies appointed by either the executive or legislative branch. "Collaboration," as used here, represents commitment to the full sharing of initiative and responsibility among all sectors — business/industry, labor, government and education — in their efforts to establish effective career education policies and plans.

The work of the task force called for a review and analysis of the nature and extent of business/industry and labor involvement in state career education policy development and an assessment of factors that encourage or tend to hinder collaboration between these groups and the education community. To obtain that information, the project staff developed two survey instruments. One was sent to state career education coordinators and the other was sent to selected business/industry/labor representatives. This report includes an analysis of their responses and, in the final chapter, the findings and recommendations of the task force.

The report is designed to help improve state career education policies through collaborative efforts. It contains, in the analysis of survey responses, the perceptions of state officials concerned with career education and the perceptions of representatives of business/industry and labor about collaboration at the state level in the development of effective policies and plans for career education. It also, as noted above, contains the recommendations of the task force for improving collaborative efforts and the policies and plans that, in turn, result from those efforts.

The task force, which consists of nationally recognized leaders in career education from business/industry, labor, education and government, and the staff of the ECS Career Education Project, will provide assistance and further information to those who request it. For additional information, contact Constance Williams, Research Associate, Career Education Project at the ECS address.

Introduction

The present concern and disappointment of parents, educators, students and employers with education has been expounded, discussed, documented and televised. Formal education has been accused of having lost its sense of purpose and of failure to prepare young people for a place in the adult working society. These concerns have stimulated some indepth research and a closer look at our schools and colleges.

As a result of this self-scrutiny, many different education innovations have emerged. Among these, career education offers one of the most comprehensive and promising solutions to many of these concerns. According to Professor Tyler Herr (1972) "virtually every concept which is presently embodied in career education had been advocated at some point in American education."[2] These concepts include, among other things, awareness of personal strengths, weaknesses and potentialities and the development of decision making skills.

While many individuals remain unfamiliar with the career education concept, many educators and community leaders across the nation have accepted its tenets and are actively infusing career education into the curricula of schools and colleges. Career education implementation activities range from business participation in field trips and classroom presentations to "on-the-job" training and "hands on" experiences. Other kinds of career education activities include class discussions, counseling, library research, group projects, paid and/or unpaid work experience and audiovisual presentations.

Career education objectives appeal to many community members (including parents and students) and educators, who are currently involved in implementation activities and in infusing career education into classroom activities. Employers find career education an appropriate avenue for exposing students and educators to our economic system. Many employers feel that this exposure will fill information gaps, correct much misinformation and serve to eliminate stereotypical and often negative attitudes about the world of work and our economic system.

There are many benefits to be gained from the involvement of employers in the educational process since they are in possession of

[2]Jesser, David L., *Career Education: A priority of the Chief State School Officers* (Salt Lake City, Utah: Olympus Publishing Company) 1976, pp. 29-30.

accurate and current career information and are concerned about both high unemployment rates and the lack of a qualified population from which to recruit employees. Although schools and colleges are, increasingly, preparing students to successfully enter the world of work, many students are leaving the education system sadly unprepared to do so. The active engagement of employers serves to assure a better understanding, on the part of educators, of future labor needs and is likely to yield support for those educators who are interested in strengthening the capacity of the education system to meet those needs.

Labor leaders have also recognized in career education a means of providing students and educators with a more accurate understanding of our economic system and, also, of combatting misinformation and negative or stereotyped attitudes about the labor movement and the role of unions in bargaining collectively to improve the lives of working people. They too share a fundamental concern about the quality of preparation that students receive prior to entering the labor market. Labor leaders support career education because it offers, among other things, opportunities for children of union members to explore a variety of career options they might otherwise be unaware of, and to fully develop their career interests to the maximum extent their individual capabilities permit.

Within the collaborative process that guides planning and implementation activities, labor leaders have an essential perspective to offer of the existing economy and the career opportunities that exist within it. Further, they share with other community members a strong interest in identifying implementation activities that will enhance the educational process and further the career interests of students, avoiding those that offer little more than exposure to the world of work. (It should be noted that this objective is typically shared by both employers and labor leaders who have become involved in career education, in many instances forming the basis for a viable partnership between them.)

Educators find career education appealing because it provides an opportunity to increase the relevance of their day-to-day instruction. Enthusiasm and heightened interest are normal responses when a concept is enhanced by explaining how it can be put to practical use. Because of its emphasis on personal development, career education offers something for every student and lends itself to individualized instruction.

Although not included in the scope of this report, parents have a critical role to play within the collaborative process that surrounds career education. Similarly, students have a unique and important

perspective to offer, as do individuals who represent minority populations, the handicapped, different geographic, demographic or economic regions in the state and individuals who are concerned with the career needs of women.

The need for a fully representative advisory body at the state level is dealt with in greater detail in ECS Report No. 117, *Legislating for Career Education: A Handbook for State Policy Makers.* The emphasis in this report on identifying strategies for successfully involving business/industry and labor in the collaborative process should not in any way minimize the important contributions that other groups have to offer — it simply reflects the challenges involved in bringing these important resources into the mainstream of education through a collaborative career education effort.

The Collaborative Process: An Overview and Some Examples

Recently, Ken Hoyt, Director of Career Education, U.S. Office of Education disseminated a paper dealing with collaboration.[3] In the monograph, the following definition of "collaboration" is offered: "A process involving shared commitment, responsibility, and authority between the formal system of education and various segments of the broader community for meeting identified learner needs in the education/work relationships domain." He identifies the three key words in his definition as "commitment," "responsibility," and "authority." It is widely held that career education, as an effort to improve education, will only succeed with the help of every sector — business/industry, labor, education and government.

Certainly, there is abundant evidence, nationwide that "collaboration" is indeed taking place — at both the state and local levels. At the same time, concern has been expressed that collaborative efforts at the state level have involved only a small representation of the business/industry/labor communities at the ground level or planning stages. No accurate information has previously been available as to the nature and extent of these collaborative efforts.

State-level decision makers and planners need to know what is being done to foster collaborative efforts and what tends to hinder and/or encourage the collaboration between education and work — if state policies and programs are to be effective. The Career Education Project was established, with funding from the Office of Career Education, USOE, to assist states in improving career education policies through the collaborative efforts of business, industry, government and education.

As a first step, the project surveyed both education agencies and representatives of business/industry and labor to determine the extent to which the latter had been involved in the development of career education policy at the state level, factors which had led to their involvement, that had tended to encourage or discourage their continued involvement and, finally, their own perception of the effectiveness of their involvement.

A preliminary step for the project staff was to determine what kinds

[3]Hoyt, Kenneth, "The Concept of Collaboration in Career Education," (Washington, D.C.: Office of Career Education, Monograph series), 1978.

of policy activities were currently taking place at the state level, and to what extent business/industry and labor had been involved in their development. Telephone calls were made to a number of state career education coordinators in a limited number of states that had successfully involved business/industry and, in some cases, labor in the development of career education policies.[4] They were asked to identify those activities that had strengthened the collaborative process in their states. Some of their comments are included below:

Alabama

Alabama has attracted national attention as a result of its statewide conferences on career education. These conferences have been an important catalyst for career education on the part of business, industry and labor.

The conferences have been sponsored by the state's 42-member Advisory Council on Career Education. The Council, which includes representatives of business, industry and labor in its membership, is appointed by the governor and the state superintendent of education. In addition to conference sponsorship, the Council is active in a number of areas — public relations, non-educational research, post-secondary education (particularly with respect to teacher preparation), community research, budget, state planning and curriculum.

A significant contributor to the Council's effectiveness is the support that it has been given by the governor, lieutenant governor and the state superintendent of education. Each of these high-ranking state officials have expressed strong support for the concept of career education and have been active participants in the meetings and activities sponsored by the council.

Arizona

Arizona was the first state to adopt career education legislation (1971) and to appropriate funds for career education implementation.[5] Within the state department of education there are a number of program initiatives and special projects underway at any given time.

The policies that guide the department of education in its ongoing activities have several roots. The legislation itself is, of course, the

[4]These states were selected to be representative of different geographic regions as well as somewhat different approaches to successfully involving business/industry and labor leaders in career education planning and policy development. There are many other states that have adopted innovative and successful approaches for involving these groups that are not mentioned here. These examples should simply be viewed as representative of successful approaches that have been adopted across the country.

[5]For a brief discussion of states that have enacted career education legislation, see ECS Report No. 118 *Legislating for Career Education: A Handbook for State Policy Makers*, and its companion report, ECS Report No. 119, *An Overview of State Career Education Laws*.

cornerstone of state career education policy. In addition, public hearings have been held, by the state department of education and the legislature, to discuss career education policy. These hearings involved representatives of business, industry and labor.

On an ongoing basis, the department is guided by a task force of 35 members which includes representatives of business/industry and labor. The task force is heavily involved in policy development -- for example, during the past year, the task force voted to require communities to provide 35 percent of career education implementation costs as a condition of receiving state funds for career education. The task force also agreed that localities must establish career education advisory boards, with a majority of the members of each board non-educators.

The enactment of career education legislation was a major factor in successfully involving business, industry and labor in the development of state career education legislation. Legislative provisions requiring coordination between education and apprenticeship programs have also encouraged the involvement of labor in career education.

California

The Industry-Education Council of California has been the major vehicle for collaborative efforts involving business/industry and labor representatives. The council is composed of representatives of some of the state's leading business/industry/labor organizations as well as a number of state agencies — including the state department of education.

The council is "task oriented" in that its members discuss areas of mutual concern, identify ways of addressing those concerns (including the development of new state policies or the revision of existing state policies) and then identify needed resources for carrying their action plan into effect. Collaboration, then, is active and pragmatic as well as policy-oriented.

In addition to the active support and high level of involvement of the business/industry/labor communities in the council, its work has been strengthened by the strong support it has received from the superintendent of education who is currently the vice chairman of the council and who will assume the position of president next year. The council's annual budget is approximately $1 million including donated and released time.[6]

[6]Among the sources of the council's support are federal funds received through the National Manpower Institute from the U.S. Department of Labor. The Council is one of 22 Councils that have received these funds, which are designed to encourage collaborative efforts around work/education issues. While most of the 22 councils operate at the local level, two (California's and New Jersey's) are state councils.

Florida

The Florida Council of 100 was established approximately 10 years ago by the governor. Its members, primarily representatives of business/industry and labor, share a common interest in career education and have undertaken a number of activities designed to assess career education needs in the state.

For example, the council is responsible for developing an instrument to measure "educational progress in careers," (the EPIC project) which was provided by the state department of education to school districts at no cost. Based on incoming test results, individual school districts have revised their curricula, working closely with councils at the local level.

As is the case in California, the state council has counterparts in many communities creating a strong statewide network concerned with the development and implementation of career education through collaborative efforts.

One of the factors that has strengthened collaboration in Florida is the long-standing working relationship that has developed between vocational education and business communities. The support of the division of vocational education, and its relationships with business leaders, have been important resources for the council as has the commitment of business leaders within the state to the work of the council. Labor, which is not highly organized in Florida, has been less actively involved.

Michigan

Michigan is one of two states that has enacted mandatory career education legislation. (Iowa is the other state with such legislation.) Like Arizona, the legislation has been important in attracting the support and active involvement of business/industry and labor in career education policy development at the state level.

Specifically, the 1974 law provides for the establishment of the Michigan Career Education Advisory Commission. The commission cannot include more than 20 members and not more than one-half of its members can be representatives of education. The state board of education is responsible for appointing commission members, and the commission is advisory to the state board with respect to career education.

Recommendations for commission membership are received from diverse groups and organizations and a variety of individuals may be appointed. In addition to providing for the representation of business, industry and labor, the law also provides for representatives of the

arts, state agencies other than the department of education, parents, teachers and students. The superintendent of education serves as an ex officio member.

The Commission has been active in defining career education and in developing guidelines for school districts. It is charged with setting goals and evaluating progress, statewide, in the implementation of career education.

In addition to the legislation, the strong support of business, industry and labor have been important to the collaborative effort. With a highly organized labor force, Michigan has benefitted from the active involvement of labor in career education policy development. One factor that has contributed to labor involvement has been the leadership of the commission's first chairperson, a representative of organized labor.

* * *

The responses from these five states provided the foundation for the development of a questionnaire designed to help identify the nature and extent of collaborative activities in career education at the state level. After pilot testing the instrument with the same career education coordinators, the questionnaire was sent to all 50 states and to American Samoa, Guam, The Virgin Islands, The Trust Territory of the Pacific Islands, Puerto Rico and the District of Columbia.

A similar questionnaire was developed for the business/industry/labor communities. The questionnaire for representatives of business/industry and labor was sent to individuals who had been involved in career education at the state level. Henry Weiss, Director of the Industry-Education Council of California and Donald Clark, Director of the National Association for Industry-Education Cooperation, offered their assistance in sending the questionnaire to their constituencies.[7]

In addition, members of individual state career education advisory councils were contacted if they were representatives of business, industry or labor. Thus questionnaires were sent only to those individuals in the private sector who had been involved in policy development at the state level. The total number of business/industry/labor representatives contacted was 350. Of the 56 question-

[7]Industry-education councils have been established at both state and local levels across the nation. They are composed of leaders from industry, business, education, labor and community service organizations concerned with strengthening relationships between education and work. The National Association for Industry-Education Cooperation (NAIEC) is the national organization for the industry-education councils.

naires distributed to state career education coordinators, 51 were returned. Of the 350 questionnaires mailed to representatives of the business/industry/labor community, 104 were returned.

In addition to surveying career education coordinators and the business/industry/labor communities, a number of other sources were reviewed for pertinent information on the involvement of business, industry and labor in the development of career education policies at the state level. State reports, plans and other documents were the primary sources of additional information. Monographs from the Office of Career Education and papers prepared for the National Advisory Council for Career Education were also important sources of information. These various sources serve as the bases for the following report.

The report is divided into three major sections. The first section represents data collected from the state career education coordinators. The second section is concerned with responses from the business/industry/labor communities. The third section includes the conclusions and recommendations of the ECS Task Force on Career Education on improving the collaboration of business, industry, labor, government and education in the development of state career education policies.

The State Career Education Coordinators

State career education coordinators bear a major responsibility for the development and implementation of career education policies across the country and they are in a pivotal position in terms of identifying the kinds of policy activities that are taking place in their state.

Each state coordinator was asked to respond to questions about policies that had already been established in either the executive or legislative branch of state government, or by any task force or advisory body that may have been officially established by either branch of government. Such policies normally take the form of resolutions, legislation, executive orders, task force recommendations, etc., as well as official policy or position statements.

Thirty-nine of the 51 respondents, representing more than two-thirds of all states, indicated that the state board of education had endorsed policy positions on career education, and two state boards (in Massachusetts and South Carolina) are expected to do so in the near future. Wisconsin does not have a state board of education. Only nine states indicated that the state board of education had *not* endorsed a policy on career education.[8]

Departments of education have also been active in formulating rules, regulations and guidelines for the development of career education projects and activities and also in gaining acceptance for the concept of career education. Respondents indicated that 34 state departments of education have established career education policies and one, Illinois, is considering such action.

Another approach to policy development is through the state legislature. Respondents in 16 states indicated that the legislature had enacted a career education law. As our companion report on state legislation indicates, however, there are at least 21 state legislatures, (including the 16 referred to above) that have either provided appropriations or enacted career education resolutions or legislation.[9] The

[8]The National Association of State Boards of Education (NASBE), Washington, D.C. has compiled a list of existing board policies and resolutions and rules and regulations, (*Career Education: A Compilation of State Boards of Education Policies, Rules, Regulations, and Statutes*, 1978).

[9]See ECS Report No. 119, *An Overview of State Career Education Laws.*

fact that this amount of legislative activity has taken place in a period of less than ten years (the first career education legislation was enacted in Arizona in 1971), is an impressive indication of the widespread interest and support for the career education concept.

In most cases advisory councils were listed as active sources of policy development while the governor's office, although in some states supportive of career education, was listed less frequently as a source of state policy development (13 respondents of the 51 identified the governor's office as active in the establishment of career education policies).

In short, there has been a very high level of activity in the states in terms of developing career education policies. Seven states (Alabama, [10] Colorado, Hawaii, Kansas, Kentucky, Louisiana, and Washington) indicate that official policies have been developed by all five policy-making bodies listed (the state board, the state department of education, the legislature, the governor and officially designated advisory bodies).

Another 13 states (Arizona, California, Florida, Georgia, Maryland, Michigan, North Dakota, Ohio, Oregon, Vermont, South Dakota, Mississippi and Connecticut) indicated that policies had been developed in four of the five areas of potential policy activity. Another 9 states (Arkansas, Idaho, New Jersey, Oklahoma, South Carolina, Nebraska, New Mexico, Iowa and New York) have indicated policy development and endorsement in three of these five areas. In all, then, 29 of the 51 respondents have indicated that state career education policy has been established by three or more official policy-making bodies.

The second part of the survey was designed to identify any policy-making activities then in progress. The majority of respondents, 45 of the 51, indicated that no career education legislation was pending before the legislature.[11] At the same time, 38 indicated that policy development activities were underway on the part of official advisory bodies.

The fact that so many advisory bodies are active in career education is

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[10]It should be noted, however, that in Alabama the legislature has provided appropriations for career education, but has no "policy position" as expressed in separate career education legislation.

[11]The questionnaire was mailed in the spring of 1978 after many legislatures had ended their sessions, and some bills may not have been active that will be introduced during the 1979 sessions. A report on the 1979 sessions will be prepared by the project to provide current information on the status of legislative initiatives for career education.

at least partly attributable to federal requirements under The Education Amendments of 1974 (PL93-380). The majority of the states have received federal grants under PL93-380, through the Office of Career Education, USOE, to develop state plans for career education. Part of the federal requirements are provisions that states must appoint advisory councils to oversee the development of state plans. Thus, the majority of states have established such councils which, in turn, have been confronted with resolving many policy issues as an integral part of developing a state plan for career education. (This initiative—the encouragement of state planning activity—will undoubtedly facilitate the implementation of the Career Education Incentive Act which now mandates the development of state career education plans as a condition of funding.)

The third part of the survey was designed to determine if business/industry/labor communities had been involved in the formulation of state career education policies and, if so, in what way(s). Most respondents indicated that business, industry and labor had been involved in policy formulation. In 47 responses, advisory bodies were cited as a means of involving business/industry and labor in the policy development process.

Again, federal requirements may partially account for the involvement of these groups on advisory councils, in particular those established to meet requirements related to the development of state plans. On the other hand, many advisory councils were established well in advance of receiving federal planning grants. State reports and documents indicate that, in some cases, state officials are utilizing the business/industry/labor communities as sources of assistance in the identification of financial resources, in the development of career education position papers, to assist in curriculum planning and in conducting public information campaigns.

The use of public hearings that involved business, industry and labor, and that also provided a basis for state policy development, were cited by 23 states. Other vehicles for involving business, industry and labor included needs assessment activity and statewide conferences on career education.

Generally speaking, and allowing for some exceptions, business/industry/labor representation on established state career education councils is modest. In most instances, career education coordinators did not specify the number of business/industry/labor members on their council, although some did. Their responses indicated wide variations in the composition of state advisory councils, with some placing a heavier emphasis than others on different kinds of representation. For example, the Wisconsin advisory council con-

sists of seven government representatives, seven representatives of postsecondary education, seven representatives of elementary/secondary education, seven representatives of civic organizations and four students. In Michigan, as noted earlier (page 7), state legislation determines the composition of the advisory council, with not more than one-half of the council consisting of educators.

Some of the categories of representation most frequently identified by career education coordinators were: legislators, minorities, handicapped individuals, parents and students. Approximately 14 respondents indicate representation of students and/or parents on their councils. Fifteen states (Alabama, Colorado, Idaho, Kansas, Maine, Montana, Nebraska, New Hampshire, New Mexico, Oklahoma, Oregon, Pennsylvania, Puerto Rico, West Virginia and Wisconsin) indicate that there is government representation on their councils, with six including representation from the legislature.

These variations in emphasis have resulted in relatively small numbers from the business/industry and labor communities included in the composition of some state advisory councils (although it is possible that some representatives play a dual role as parents *and* labor representatives, legislators *and* business persons, etc.). Of the 32 states that provided detailed information on the composition of their advisory councils, four indicated that 50 percent or more of the members represented business, industry or labor, while three indicated that less than 10 percent were representative of those groups. At least sixteen states have fewer than 25 percent of council membership representative of business, industry or labor. Survey results and state reports indicate that labor is only minimally represented — a fact that has been widely recognized.

Several "open-ended" questions were included at the end of the questionnaire to obtain the perceptions of state career education coordinators about the involvement of business, industry and labor — in particular, what factors encouraged or discouraged the involvement of these groups in state policy development.

Although broad generalizations cannot be made, based on these kinds of questions, survey respondents frequently cited the formulation of advisory bodies as important vehicles for obtaining the involvement of business, industry and labor in career education policy development, although other activities (needs assessments, state conferences, etc.) were frequently mentioned. Also frequently noted was the interest and committment of business/industry groups to career education and their willingness to participate in its development and implementation.

Concern was frequently expressed about the involvement of labor. Most often mentioned as a cause of difficulty was the fact that labor was not highly organized in some states, making it difficult to locate individuals who could legitimately represent the labor interests of the state. As noted earlier, in one state (Michigan) the identification and active involvement of a labor representative as the first chairman of the state career education advisory council was viewed as an important factor in successfully involving labor in that state. In Arizona, the linking of career education programs with apprenticeship programs was viewed as a successful means of involving labor in career education policy development.

Another major concern of career education coordinators was the overlap of effort caused by the presence of too many already established work/education councils with similar objectives and ongoing activities. Some states, such as, for example, Ohio, are making efforts to involve and work with already established councils. An example is the Regional Development Board, located in Akron, Ohio, which has heavy labor representation, and, as an established group in its own right, has participated in many career education activities at the state level.

Finally, career education coordinators pointed to the difficulties involved in establishing contact with interested individuals in the business/industry/labor communities. Conversely, where good relationships had already been established, for example by vocational educators, such relationships were frequently cited as instrumental in successfully involving business/industry/labor.

In general terms, state coordinators have indicated that career education policy development has, in the past, been an active interest of both the legislative and executive branches of state government. While some 21 states have enacted career education legislation, at least 39 state boards of education have adopted formal career education policies and 34 state education agencies have developed official guidelines or regulations for career education.

Although many of these kinds of activities are continuing, policy development has become increasingly concentrated around the activities of state advisory councils and the development of state plans for career education. It is also evident that while there are a variety of mechanisms that may be used to encourage the active involvement of business, industry and labor in the development of state policies (e.g. needs assessment activities, hearings, conferences, etc.), advisory councils are an important and effective means of involving these groups.

State career education coordinators indicate that although business and industry and, to a lesser extent, labor have been involved in policy development activities, there are several barriers that tend to limit their involvement:

- In some states, labor is not highly organized making it difficult to identify individuals who can legitimately represent the state's labor interests and needs.

- The proliferation of advisory councils, projects and activities designed to strengthen education/work relationships have been duplicative and incoherent — making it difficult to successfully involve business/industry/labor representatives on "another committee."

- The establishment of good working relationships between the state education agency and the business/industry/labor communities is an important factor in developing successful collaborative efforts. Where such relationships do not exist, individuals must be contacted and drawn into the policy-making process — an activity that can constitute a serious challenge for state career education coordinators.

State Career Education Coordinator Survey Responses

State	I. Existing Policy						II. Policy Development in Process			III. Involvement of Business, Industry and Labor				Factors Affecting the Involvement of Business, Industry and Labor
	State Board	State Educ. Agency	Legislature	Governor	Advisory Body	Other	Legislature	Advisory Body	Other	Involvement	Advisory Body	Hearings	Other	
Alabama	Yes	Yes	Appropriation only	Yes	Yes		No	Yes		Yes	Yes		Statewide conferences and needs assessment activity	
Alaska	Yes	No	No	No	Yes		Yes	Yes		Yes	Yes	Yes		
Arizona	Yes	Yes	Yes	No	Yes		No	Yes		Yes	Yes	Yes		Legislation has provided that coordination must exist between education and apprenticeship programs and that has helped secure labor involvement.
Arkansas	Yes	No	Appropriation only	No	Yes					No	No	Pending		
California	Yes	Yes	Yes	No	Yes		No	Yes		Yes	Yes		Statewide conferences	The major catalyst for the involvement of business, industry and labor has been the work of the Industry/Education Council of California.

Colorado	Yes	Yes	Yes	Yes	Yes		No	Yes		Yes	Yes			
Connecticut	Yes	Yes	Yes		Yes		No	Yes		Yes	Yes			
Delaware	Yes	No	No	No	Yes		No	Yes		Yes	Yes	No	Task forces	Excellent relationship with business and industry regarding vocational youth organizations and other youth organizations.
Florida	Yes	Yes	Yes	No	Yes		No	Yes		Yes	Yes		Needs assessment activity and conferences	Business-industry involvement has been encouraged by the appointment of the "Florida Council of 100" by the Governor.
Georgia	Yes	Yes	Yes	No	Yes		No	Yes	Governor's special task force on educ. included career education issues	No	No	No, planned for fall of 1978		The department of education had long had active cooperation from business and industry in developing voc. ed programs. This, however, has not been extended to the broad areas of career education. Plans are underway to appoint dept. staff and advisory council to work on such issues.
Hawaii	Yes	Yes	Yes	Yes	Yes		No	No		Yes	Yes	Yes		Hawaii has a master plan known as a Basic Education Foundation — it does include career education, and provides for participation of business/industry and labor.

State Career Education Coordinator Survey Responses

State	I. Existing Policy						II. Policy Development in Process			III. Involvement of Business, Industry and Labor				Factors Affecting the Involvement of Business, Industry and Labor
	State Board	State Educ. Agency	Legislature	Governor	Advisory Body	Other	Legislature	Advisory Body	Other	Involvement	Advisory Body	Hearings	Other	
Idaho	Yes	Yes	No	No	Yes	nine school districts	No	Yes	nine school districts	Yes	Yes	Yes	Survey of the non-education community	The increased involvement of school districts has dramatically increased the awareness of business, industry and, to some extent, labor at the local level. The dept. also developed a Career Guidance Placement Guide. A regional project (four states) has resulted in an approved method for increasing the effectiveness of career guidance skills of business/industry/education personnel. Organized labor is not as prevalent in this state as in many, but is represented on the Career Education Advisory Council.
Illinois	Yes	Pend-ing	No	No	Yes		No	Yes		Yes	Yes	Yes	Statewide confer-ences and needs as-sessment activity	
Indiana	No	Yes	No	No	No		Yes	Yes		Yes	Yes	No		
Iowa	Yes	No	Yes	No	Yes		No	No	No	No		Yes		State planning activities.

Kansas	Yes	Yes	Yes	Yes	Yes		No	Yes		Yes	Yes	Yes	No	The involvement of the Kansas Assn. of Commerce & Industry at an early stage in the planning of career education has encouraged the involvement of business and industry. Also, the appointment of a representative of labor to the Council has encouraged the involvement of labor.
Kentucky	Yes	Yes	Yes	Yes	Yes		No	Yes		Yes	Yes	Pending 6/78		Certain areas of the state, especially more populous areas, have more involvement. However, some very small towns (500 — 1,500 population) have community involvement.
Louisiana	Yes	Yes	Yes	Yes	Yes		No	Yes		Yes	Yes	Yes		Industries are concerned about the availability of sufficiently trained and educated personnel.
Maine	No	No	No	No	No	Yes	No	Yes		Yes	Yes	Yes	Mini-conferences	State Board has tentatively accepted the proposed state plan. Advisory Council hearings and other activities have assisted in the development of the state plan.
Maryland	Yes	Yes	No	Yes	Yes		No	Yes		Yes	Yes	Yes	Survey of bus. ind., NIE edu. work conference*	The direct involvement of business-labor in career education planning and programming, plus their indirect involvement through the state advisory council has aided the formulation of career education policies.

*NIE refers to the National Institute of Education.

State Career Education Coordinator Survey Responses

State	I. Existing Policy						II. Policy Development In Process			III. Involvement of Business, Industry and Labor				Factors Affecting the Involvement of Business, Industry and Labor
	State Board	State Educ. Agency	Legislature	Governor	Advisory Body	Other	Legislature	Advisory Body	Other	Involvement	Advisory Body	Hearings	Other	
Massa-chusetts	Pend-ing	No	No	No	Yes		No	Yes		Yes	Yes	Yes	Needs as-sessment activity	There is a genuine concern for career education and its development and infusion into the schools as education theory.
Michigan	Yes	Yes	Yes	No	Yes		No	Yes		Yes	Yes			The first chairman of the Michigan Career Education Advisory Committee was a representative of organized labor and, as a result, organized labor has been very supportive of career education.

Minnesota	No	Yes	No	No	Yes		No	Yes		Yes	Yes	Yes		Letters are being sent to approx. 100 state organizations and agencies asking for involvement in state career education planning activities. Most encouraging has been recognition at the state and local levels that there is a need and opportunity to participate in collaborative activities. Barriers include inadequate time for staff to pursue development of involvement of business, industry and labor, particularly relationships with CETA* and vocational education. Business does not yet have a clear understanding of the comprehensive nature of career education.
Missis-sippi	Yes	Yes	Yes	No	Yes		No	Yes		No	Yes	Yes		
Missouri	Yes	Yes	No	No	Yes	No	No	Yes		Yes	Yes	Yes		Presently in process of surveying the business/industry community to determine extent of available resources for implementation.
Montana	No	No	No	No			No	Yes		Yes	Yes	Yes	Project	
Nebraska	Yes	Yes	No	No	Yes		No	No		Yes	Yes	Yes		Lack of an organized network to accomplish objectives. Limited contacts made with labor have been generally unsuccessful.

*"CETA" refers to the Comprehensive Employment and Training Act (prime sponsors).

State Career Education Coordinator Survey Responses

State	I. Existing Policy						II. Policy Development In Process			III. Involvement of Business, Industry and Labor				Factors Affecting the Involvement of Business, Industry and Labor
	State Board	State Educ. Agency	Legislature	Governor	Advisory Body	Other	Legislature	Advisory Body	Other	Involvement	Advisory Body	Hearings	Other	
Nevada	Yes	Yes	No	No	No	No	No	Yes	No	Yes	Yes	Yes	Pending bus./ind./ educ. alliance, Fall '78	For some years the Nevada Bankers' Assn. has veen very helpful. Also, a career education staff which has had a working relationship with many Nevada businesses and industries has been a contributing factor to gaining involvement.
New Hampshire	Yes	No	No	No	No	No	No	Yes	No	Yes	Yes	Yes	Private sector panel has been established & will review recommendations for state plan	Invitations were extended to *actively* participate; participation at the local level (career days, etc); and constant updates on local, state and national activities.
New Jersey	Yes	Yes	Yes	No			No	Yes		Yes	Yes			

New Mexico	Yes	Yes	No	No	Yes		No	No	No	Yes	Yes	No		There has been some involvement of business, industry, labor in career education advisory councils. Major involvement has occurred in metropolitan areas.
New York	Yes	Yes	No	No	Yes	NY state advisory council & vocational educ. recommendations	No	Yes		Yes	Yes	No		Model program development.
North Carolina	Yes	No	No	No	No		No	Yes		Yes	Yes	No	Five-year plan	
North Dakota	Yes	Yes	No	Yes	Yes		No	Yes		Yes	Yes		Statewide career ed. meetings	
Ohio	Yes	Yes	Appropriation only	No	Yes		No			Yes	Yes	Yes		
Oklahoma	Yes	Yes	No	No	Yes		Yes	Yes		Yes	Yes	No		National Advisory Board Career Guidance Institute: "Committee of 100 — Career Education Communication Network."

State Career Education Coordinator Survey Responses

State	I. Existing Policy						II. Policy Development in Process			III. Involvement of Business, Industry and Labor				Factors Affecting the Involvement of Business, Industry and Labor
	State Board	State Educ. Agency	Legislature	Governor	Advisory Body	Other	Legislature	Advisory Body	Other	Involvement	Advisory Body	Hearings	Other	
Oregon	Yes	Yes	Yes		Yes		No	Yes	Dept. steering committee has been established to review, adopt and administer career ed policy	Yes	Yes	Yes		
Pennsylvania	No	No	No	No	Yes		No	No			Yes	Pending	Four mini-conferences	"Project 81" is currently the major effort on the part of the dept. of education in the area of career education. It encourages community involvement in identifying pupil educational competencies.

Puerto Rico	Yes	No	No*	Yes	Yes	Hearing	Yes	Yes		Yes	Yes	Yes		*Will be presented in August, 1978. Puerto Rico has had considerable recent activity in career education tied to the development of their state plan involving collaboration of business, industry and labor. A questionnaire was sent to members of different agencies regarding collaborative activities. Most of these activities have taken place in reference to local program development.
Rhode Island	Yes	No	No	No	Yes	No	No	Yes	Development of five year state plan. Also special programs (EBCE)*	Yes	Yes	No		A needs assessment is being conducted. Industry, business, labor have been included in various surveys of needs. In this state many people are not sure what career education is all about and there are many similar ongoing efforts (e.g., community education, etc.). People are asked to participate in a variety of efforts that lack coordination.
South Carolina	Pending	Yes	No	Yes	Yes		No	Yes		Yes	Yes	No	Employer needs assessment	(a) School districts are encouraged and assisted in conducting a community survey of resources; (b) the dept. of ed. has worked with the state chamber of commerce and others, directly or through the state career education advisory committee, and has kept them informed via regular communication.

*"EBCE" refers to Experience Based Career Education.

State Career Education Coordinator Survey Responses

State	I. Existing Policy						II. Policy Development in Process			III. Involvement of Business, Industry and Labor				Factors Affecting the Involvement of Business, Industry and Labor
	State Board	State Educ. Agency	Legislature	Governor	Advisory Body	Other	Legislature	Advisory Body	Other	Involvement	Advisory Body	Hearings	Other	
South Dakota	Yes	Yes	No	Yes	Yes		No	No	Yes	Yes	Yes	Yes	Governor's conferences on career education, involving business industry & labor	On occasion the governor has issued a proclamation in support of career education (conferences).
Tennessee	Yes	Yes	No	No	No		No	Yes		Yes	Yes			Energy opportunity consortium is involving the office of career education in conference planning.

Texas	Yes	No	No*	No	Yes	No	Yes	Yes		Yes	Yes	No	*There are no agency rules or regulations but guidelines have been adopted by the state board. A resolution requesting the state legislature to provide funds for implementing the state plan has been proposed. The state board of education has identified career education as a long-range developmental priority. Representatives of business, industry and labor have been included in the advisory committee for career education. Lack of resources is mentioned as a major obstacle in developing career education policies in the state.
Vermont	Yes	Yes	No	Yes	Yes		Yes	Yes		Yes	Yes	Yes	
Washington	Yes	Yes	Yes	Yes	Yes		No	No	No	Yes	Yes	No	
West Virginia	No	Yes	No	No	Yes		No	Yes	No	Yes	Yes	Yes	

State Career Education Coordinator Survey Responses

State	I. Existing Policy						II. Policy Development in Process			III. Involvement of Business, Industry and Labor				Factors Affecting the Involvement of Business, Industry and Labor
	State Board	State Educ. Agency	Legislature	Governor	Advisory Body	Other	Legislature	Advisory Body	Other	Involvement	Advisory Body	Hearings	Other	
Wisconsin		Yes	No	No	Yes		No	Yes	Five school districts pilot testing guide-lines; needs as-sessment activity	Yes	Yes	Yes	state con-ferences (annual since 1973)	Promotional activities for the national conference for career education (Houston, Nov. '76) helped increase awareness and interest of business, industry and labor. Also, a local EBCE* project has helped increase awareness and interest.
Wyoming	Yes	No	No	No	Yes		No	Yes	No	Yes	Yes	Yes		Major activities related to policy have centered about policy planning in five goal areas and establishing advisory panels. Steering committee (advisory council) has developed a definition of career education and provided guidance regarding the development of state plan.
District of Columbia	No	No	No	No	No		No			Yes	Yes	No	Brochure, resource bank, volunteers	

American Samoa	No	No	No	No	No		No	No		Yes	No	No	We are still in the planning stages — the career education committee has just begun to meet and has not made any official recommendations yet.

See note, page 25.

The Business/Industry and Labor Communities

Collaboration between the work and education communities is dependent upon shared "commitment," "responsibility" and "authority" as elaborated upon in the paper by Kenneth Hoyt cited earlier (page 4). If career education objectives are to be realized, collaboration, requiring the active involvement of the business, industry and labor communities, is necessary.

Collaboration is happening, but at varying levels and in a variety of ways. Who, from the business, industry and labor communities, is involved? What kind of involvement is occurring? How do the business, industry and labor communities perceive their involvement? What factors encourage/discourage their involvement?

The following information provides answers to these kinds of questions. It was collected from responses to a questionnaire that included questions similar to those asked of the state career education coordinators. Three hundred and fifty questionnaires have been distributed during 1978 and, to date, we have received 104 responses from representatives of business, industry and labor who have actively participated in the development of career education policies at the state level.

The first section of the business/industry/labor survey was designed to determine respondent's occupation and business or organizational affiliation. An effort was made to categorize, from the information given, each respondent into one of the following clusters:[12]

Agri-Business and Natural Resources
Business and Office
Communications and Media
Construction
Consumer and Homemaking
Environment
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing
Marine Science
Marketing and Distribution
Personal Service
Public Service
Transportation

Thirteen of the 15 career education clusters were represented in the surveys returned to date. The greatest representation was in the

[12]Identified by United States Office of Education. The Career Development Service in Columbus, Ohio, has developed the "Career Orientation Series" based on these 15 career clusters. For further information, contact Career Development Services, Division of Vocational Education, Ohio Departments Building, Room 903, 65 South Front Street, Columbus, Ohio 43215.

Business and Office cluster with Marine Science, Consumer and Homemaking and the Fine Arts and Humanities clusters showing the smallest degree of representation. Those companies which fall into the Business and Office cluster appear to have been more involved in the career education movement than businesses or organizations falling in the other clusters. The Environmental and Personal Service clusters were not represented at all.

It is reasonable to assume that there are numerically more business and office organizations and corporations, and therefore that their representation in this kind of survey is naturally greater than representation in any other cluster. Also, the fact that there are 15 clusters tends to limit the feasibility of having representation in each cluster with a limited number of responses. It is, however, important that councils engage persons who are representative of a diversity of businesses and occupations to ensure the development of effective policies. Their input is essential if students are eventually to develop an understanding of the wide variety of career options available to them.

Of the 104 respondents, 89 were from business/industry and 15 were representatives of labor. Seven respondents overlap into all three areas since the organizations they represent include in their memberships the business, industry and labor communities.[13]

The second question was designed to verify that the respondent had been involved in the development of state career education policies, i.e., "Have you been active in career education programs or activities in your state? . . . If so, have any of the activities or programs you have been involved in also involved individuals employed by state government?" The respondent was also asked to briefly describe the nature of any such activities or programs.

Most respondents had, of course, been involved in state-level policy development (since questionnaires were sent primarily to individuals who served on state advisory councils or who had been active in some way in state-level activities). A few however, indicated that they had not (6 of the 104 respondents).

While 34 respondents indicated that only one state agency had been represented in the activity or program they were involved with, 42 respondents indicated that as many as five state offices or agencies had been represented in the activities they were involved with (the

[13]Respondents representing groups such as the Industry-Education Council, the National Alliance of Businessmen, and the Chamber of Commerce tend to indicate representation in at least two and sometimes in all three areas.

governor's office, the legislature, the state education agency, other state agencies, other state officials not from a state agency). The remaining respondents indicated that from 2 to 4 state agencies/offices had been involved in the policy development activities they were involved in.

Over half of the respondents (54) indicated that they were involved in council structures (the state advisory council on career education, industry/education councils, etc.). Many respondents also indicated that they were actively involved in career education activities at the local or regional levels and in career education activities sponsored by the organization that employed them. The widely-held belief that business/industry/labor leaders are being asked to serve on numerous councils, and to participate in many activities, with objectives much the same as those of career education was borne out by survey results. Respondents indicated that their numbers were few and that more participation from the community is needed.

The next question was designed to determine the factors that had led to the initial involvement of the respondent ("How did you originally become involved in these programs or activities?"). Responses to the question encompassed everything from product promotion to involvement with a council. Greatest initial involvement (25) was encouraged by some kind of council commitment. Product promotion was listed only once. Other factors were: request by a state agency, 22; company policy (job requirements), 21; a local career education activity, 13; concern for youth (in terms of their lack of skills, unemployability, etc.), 12; and interest in vocational education, 6.

The fact that some 21 of the business, industry and labor respondents were involved with career education because it was a part of their job description warrants some discussion. Survey results indicate that some businesses are making community involvement a company policy. Of the respondents who indicated that company policies were the cause of their initial involvement in career education, the overwhelming majority also expressed a personal commitment to continued involvement. Most of them expressed concern about the need for the private sector to assist in the education of youth. Some pointed to the need for developing skilled employees to meet projected labor needs. As one respondent put it, "I see this (involvement in career education) as being essential, in a preliminary sense, to meeting the long range manpower needs of the industry in our state."

Exactly half the respondents (52 of the 104) felt that their involvement and the involvement of other business industry, and labor representatives had resulted in more effective career education programs and policies in their state. About 25 were not sure or felt

that they had caused some minimal improvement in career education programs and policies. Ten did not respond and fourteen (approximately 13 percent), responded negatively.

Those responding negatively indicated that factors that tend to hinder business/industry/labor community involvement include: red tape and bureaucracy, competitiveness between sectors and a lack of leadership. The majority of those who responded negatively are involved in career education because of their interest in improving opportunities for young people to gain career-related experience. One, however, simply saw it as a job responsibility, two others were interested in protecting the interests of labor and several others indicated concern about high youth unemployment rates.

These responses, however, are typical of most respondents who, regardless of the original cause of their involvement, indicated a genuine concern for the young adult entering the labor market for the first time and indicated that their participation had, in fact been effective in improving career education policies and practices at the state level in ways that were beneficial to young people. One particularly noteworthy response came from a business person who stated that he felt that his participation in state career education policy development had been effective. The reason: "I was the co-sponsor of our state career education legislation while serving in the state senate."

The last part of the questionnaire contained an "open-ended" question designed to obtain the perceptions of the business, industry and labor community regarding those factors which tend to encourage/discourage their participation in the development of career education programs and/or policies at the state level.

The responses were varied. Those factors identified most often as discouraging to involvement were:

1. The time requirements (travel, meetings, etc.) for the business community are too great. (18)

2. Business/labor representatives are made to feel that they are invading the domain of the educator. (17).

3. Lack of involvement with schools (so problems can be more clearly understood and more appropriately solved). (13)

4. The red tape and bureaucracy is overwhelming. (13)

5. Disinterest on the part of the educators. (12)

6. The lack of understanding of the career education concept by both educators and the business/labor/industry community. (12).

7. Lack of funding. (8)

8. The inability of educators to set objectives and then work toward them, (or the lack of well-defined objectives with measurable outcomes). (6)

9. Too much educational jargon. (5)

10. Multi-layers of educational institutions with varied goals and operating styles, limited functional linkages between educational systems (state, regional, local), multiplicity of governing bodies, slow decision processes, diverse constituencies within the educational system (adults, youth, college age). (5)

11. Government intervention. (3)

12. Union employment restrictions. (3)

Business, Industry and Labor Responses

Agri-Business and Natural Resources

State	Representative of			Current Activities	Other State Officials Involved						Reason for Initial Involvement	Factors That Encouraged Your Involvement
	Business	Industry	Labor		Governor	Legislature	State Dept. of Education	Other State Agencies	Other State Employees	None		
California				career guidance centers					X		job responsibility	
Illinois	X			state advisory council	X			X			company involvement	interest and concern for development of young people
Kansas	X	X	X	state advisory council	X	X	X	X			state dept of education	success of "hands-on" kinds of experiences
Kentucky	X			state career education advisory council			X	X			company involvement	concern for preparation of prospective entry level employees
Ohio				local public schools and state advisory committee				X			job responsibilities	job responsibilities and the influence of the supervisor of career education programs

Oklahoma	X			programs initiated by company to encourage classroom participation by employees and provide tours to classes and groups upon request							job responsibilities	desire to: 1) foster better rapport with academic community 2) provide service and information 3) help students make wise decisions based on live experience
Oklahoma		X		Distribution of career ed information for a major corporation. Various career ed activities for local schools and distributive education.					state distributive education		distributive education advisory councils.	interest in encouraging young people to consider business careers
Virginia	X	X	X	conducted a thorough study of business and industry	X		X	X	X		as staff and resource people	desire to ensure an adequately trained supply of labor

Business and Office

State	Representative of			Current Activities	Other State Officials Involved						Reason for Initial Involvement	Factors That Encouraged Your Involvement
	Business	Industry	Labor		Governor	Legislature	State Dept. of Education	Other State Agencies	Other State Employees	None		
Alabama	X	X	X	career education guidance conferences			X				concern for American youth and a desire to encourage education with a perspective for the work world.	
Colorado	X	X		state and local business and education associations			X		state university		colorado business association	the need for a statewide network in Colorado for career education
Connecticut	X	X	X	various educational programs and several local advisory boards			X				national business association	involvement as business executive, educator and legislator
Hawaii	X	X		career guidance institutes		X	X				concern for career preparation.	national business association's interest and support
Hawaii			X	career education conferences			X	X	univ. community college		by invitation	company policy to participate in community activities

Idaho			X	state advisory council on career education	X	X	X	X	dept. of employ-ment, labor and indus-trial services etc.		organized labor	to protect the interests of organized labor.
Idaho	X			state advisory council on career education			X	X			education	realized need for business input.
Indiana				state education, labor, employment and economic councils	X			X			legislation	concern for need of opportunity for gainful employment, skilled labor. Provide workers with the ability to cope with change. Desire to maintain quality apprentice programs and journeymen upgrading in new materials and methods
Iowa	X			state advisory council	X		X				state advisory council	experience as an educator
Kansas	X			local advisory committee			X		X		local business organization	the need, and personal concern, for appropriate career preparation

Business and Office (cont.)

State	Representative of: Business	Industry	Labor	Current Activities	Other State Officials Involved: Governor	Legislature	State Dept. of Education	Other State Agencies	Other State Employees	None	Reason for Initial Involvement	Factors That Encouraged Your Involvement
Kentucky			X	state advisory council for career education	X		X				state advisory council for career education	recognition of the need to emphasize the dignity of all work
Maine	X			various activities with the local school district, local and state advisory committee for career education			X	X			local school activities	interest in young people
Maryland			X	state advisory council on career education			X				request by state board of education to participate	
Massachusetts	X			local, state and regional career education committees, national business association and several local career education projects and committees	X	X	X	X			local business association	realization that education is everyone's responsibility
Massachusetts			X									

Minnesota	X	X		state task force on career education			X				national business association	concern that students be given the materials necessary to make reasonable career decisions
Minnesota	X			state task force on career education, local business association, National Institute for Career Education	X	X	X				board of education budget hearing	need to prepare students for the world of work
Nebraska	X			state advisory career ed committee			X				educator	interest in youth and background in education
Nebraska	X			commissions and conferences on career education		X	X				vocational education career education advisory committee	career education objectives and the need for preparation of today's young people for tommorrow's jobs
Nebraska	X			career education conference		X		X			job responsibilities	concern about high youth unemployment
Nevada			X	education advisory committee				X			high school	belief that all students should have the opportunity to participate in career-related courses
Nevada	X			many supportive activities for business education and economic education throughout the state			X				concern that each American understand the American free enterprise system	teachers' interest and desire to help in teaching about the American free enterprise system

Business and Office (cont.)

State	Representative of			Current Activities	Other State Officials Involved						Reason for Initial Involvement	Factors That Encouraged Your Involvement
	Business	Industry	Labor		Governor	Legislature	State Dept. of Education	Other State Agencies	Other State Employees	None		
New Mexico	X	X	X	local and state career education advisory boards	X	X	X	X			participation in needs assessment study	desire to make sure that a healthy business and economic community continues
New York	X			state and local education advisory councils			X	X			local business association	concern for, and desire to work with, the public school system
New York	X			local career education council			X				career education council	concern that high school graduates be prepared for the world of work
North Dakota	X									X	company resource center	
North Dakota	X			local schools						X	request from local schools	desire to provide students with career information
Ohio	X	X	X	national and regional career education work	X	X	X	X	X		local business association	desire to help prepare students for a better become aware

Oklahoma	X	X		education			X				education	concern that students be better prepared to make career choices
Oklahoma	X	X		local and statewide career education activities								
Oklahoma	X	X		local work and work education councils			X	X			local business association	the need to foster better relations between business and education to ensure a better work force
Oklahoma	X	X		various local activities designed to enhance a working partnership between employers and educators to ensure a better utilization of all human resources			X	X			desire to bring together forces in the community to solve some of the problems facing young people as they proceed from the educational setting to the work setting	the need for such an organization
South Carolina	X	X		various school and youth group programs and regional planning sessions	X		X	X				direct relationship between the interests of business members and the training and attitudes of their employers and potential employees
South Dakota	X			state advisory council for career education			X				state advisory council for career education	students' desire for help in career planning
Wyoming	X	X		state and local advisory councils							job responsibilities	belief that teachers must be educated about jobs before they can be expected to help students come aware

Communications and Media

State	Representative of: Business	Industry	Labor	Current Activities	Other State Officials Involved: Governor	Legislature	State Dept. of Education	Other State Agencies	Other State Employees	None	Reason for Initial Involvement	Factors That Encouraged Your Involvement
California	X	X		local work/ education council			X	X			local work/ education council	ability of business to help education in relation to career exploration and preparation
Connecti-cut			X	state career education task force			X	X			state career education task force	desire to protect labor laws and make sure students get an accurate view of work
Illinois	X			local school districts; state education advisory councils	X		X				local school districts	teacher and students who were aware of career education
Maryland	X			national state and local education advisory councils			X	X	X		interest in education	career education implementation
Montana	X			state advisory board for career education and local education projects			X	X			job responsibilities	desire for employable applicants

Nebraska	X			state advisory council on career education	X	X	X	X	X		state agency request	past experiences and contacts with people who solicited involvement
New Hampshire	X			state career education advisory committee		X	X	X	X		state agency appointment	long personal interest in career education development
North Dakota	X			local councils	X	X	X				personal interests	interests in public education
North Dakota	X			state advisory committee			X				state agency request	personal interest
North Dakota	X			attended a two-day career education workshop			X				state agency	desire to improve employability skills of prospective employees
Oklahoma	X			state business association			X				state business association	desire to help students prepare for career choice

Construction

State	Representative of: Business	Representative of: Industry	Representative of: Labor	Current Activities	Other State Officials Involved: Governor	Legislature	State Dept. of Education	Other State Agencies	Other State Employees	None	Reason for Initial Involvement	Factors That Encouraged Your Involvement
Alabama		X		several state and local career education councils and advisory committees	X	X	X	X			through product promotion	recognized the need while interviewing college graduates for employment
Connecti-cut	X			state career education task force	X	X	X	X	X			
North Dakota		X		local school districts			X	X			participation in various career education activities in the schools	desire that students receive experienced information about the construction industry
Oklahoma	X			national work council			X				organization's concern for the improvement of the educational process as it relates to work	need for professional recognition and the need for the educational institution to continually improve curricula
Wisconsin		X		state work and education advisory committees	X		X				requested to participate by state officials	personal philosophy and experience; concern for career education; employer's encouragement

Consumer and Homemaking

Connecti-cut	X			state career education task force			X				involvement with developing career education services for minority and economically deprived children	concern for development of human resources

Fine Arts and Humanities

California	X			produced several occupational/ education products			X				the need for development of occupational/ education products	recognition of the need for occupational training and education
Maine	X			regional task force on career education, local project and advisory committees			X				local advisory committee	awareness of the need to provide better career education implementation

Health

State	Representative of: Business	Industry	Labor	Current Activities	Other State Officials Involved: Governor	Legislature	State Dept. of Education	Other State Agencies	Other State Employees	None	Reason for Initial Involvement	Factors That Encouraged Your Involvement
North Dakota	X			conference about continuing education and the professions		X	X	X	X		professional group	need to balance the supply and demand of employees in specialized fields
North Dakota				state career education committee						X	by invitation of the state committee	

Hospitality and Recreation

Hawaii	X			state career education advisory council	X	X	X	X			federal career education project	the need to help prepare students for the world of work
Nevada	X			state advisory council			X				initiated contact with state agency	objectives of the career education program and an interest in the school system

Manufacturing

California		X		local school district career education projects and work/ education council	X		X	X			concern for high youth unemployment	concern for high youth unemployment
Connecti-cut	X						X				1976 meeting with business, education and labor to discuss education mandate from legislature	the need for the development of career education programs and the individuals who are involved
Delaware	X							X			state and local public schools	
Kentucky	X			local and state career education advisory councils	X	X	X	X	X		company involvement	experience as a former educator and a desire to help students become aware of job opportunities
Maryland	X	X		variety of programs and activities at the state and local level; state advisory council for career education	X		X				company policy and practice	the recognition and support that these activities were given by state agency personnel
Massa-chusetts	X			various local advisory committees			X				local work council	relationship between the academic and the industrial world

Manufacturing (cont.)

State	Representative of: Business	Industry	Labor	Current Activities	Other State Officials Involved: Governor	Legislature	State Dept. of Education	Other State Agencies	Other State Employees	None	Reason for Initial Involvement	Factors That Encouraged Your Involvement
Massachusetts	X			joint venture between education and work					X		the joint venture	the need for a technologically trained, skilled labor force
New York		X		national work education council						X	national work/ education council	desire to preserve free enterprise system
Ohio		X		various local and state advisory councils and associations; also active in local school career education activities			X				local advisory committees	interest in helping develop well-qualified future employees through curriculum designed to meet demands in a changing society
Ohio				local public school career education activities			X				local work council	desire to help students become aware of career choice and understand the usefulness of education
Oklahoma		X		public school career activities and local college advisory board				X			job responsibilities	the desire to help young people gain skills and awareness of the need for skilled laborers in industry

Pennsylvania				state advisory council for career education			X				local work council	job responsibilities

Marketing and Distribution

Oklahoma	X			local advisory council and public and private schools		X	X				state agency	belief that career education is the most practical new approach to public education
Oklahoma	X			state education programs			X				individual member involvement	the realization that young people will become employees, competitors and employers

Marine Science

California	X			local and state advisory councils and school projects		X	X		X		work/ education council	desire to help develop school curriculum which reflects the knowledge and skills necessary for employment

Public Service

State	Representative of: Business	Industry	Labor	Current Activities	Other State Officials Involved: Governor	Legislature	State Dept. of Education	Other State Agencies	Other State Employees	None	Reason for Initial Involvement	Factors That Encouraged Your Involvement
Arizona	X			many local career education projects as well as local work/ education councils		X	X				company policy	graduation from a career education school
California				district programs, state conferences and steering committees			X				career education project	desire to help make education useful and meaningful and expand the concept of the free enterprise system
California				state education conferences		X	X	X			state work/ education council	job related
Colorado	X	X	X	local school and state career education advisory council			X	X			company policy	involvement with labor organizations and concern for industry needs
Connecti-cut	X			state career education task force							corporate policy	concern for student employability and shortage of skilled workers

Maine				state career education advisory council			X				state career education advisory council	observation of successful career education programs
Montana				regional and local schools and state advisory council on career education							job responsibilities	desire to encourage more emphasis on the world of work as a part of educational programs
North Dakota	X	X		state agency	X	X	X	X	X		state agency	state agency
South Dakota			X	several statewide career education workshops and career exploration programs			X	X			career education program	job responsibility; working with school drop-outs
Utah				state education advisory council and various career education activities with local schools			X				job responsibilities	recognition of the need for career and vocational training
Virginia				state advisory committee			X				local work council	potential for motivating students to higher and more clearly thought-out achievement; best way to teach about the free enterprise system.

Transportation

State	Representative of			Current Activities	Other State Officials Involved						Reason for Initial Involvement	Factors That Encouraged Your Involvement
	Business	Industry	Labor		Governor	Legislature	State Dept. of Education	Other State Agencies	Other State Employees	None		
Arizona	X			state and national work education councils; state and local school systems			X				state meeting	personal experiences
Connecticut		X		state career education task force			X				career education task force	desire to help prepare young people to assume a work role
Connecticut	X			state career education task force	X	X	X	X	X		a youth development conference in 1976	concern for high youth unemployment and the need for skilled employees
Illinois		X		advisory councils	X	X	X	X	X		job responsibility	desire to represent the interests of the non-college educated employee

Other

California				business/ industry/ labor representative on accreditation visiting committee			X	X			career education project	recognize the value of career education for all children
California	X			various local associations and councils								desire for students to understand U. S. economic problems
California	X			local work/ education council				X	X		part of council responsibility	recognized need for closer liaison between schools and industry to ensure meeting future manpower needs
Florida	X			local public schools			X				job responsibilities	job responsibilities
Iowa				local career education project			X				career education project	need for a career program and the ability to initiate one
Wisconsin	X			state committee on career education	X		X	X			desire to provide positive information about the real worth of specific professions	desire to provide positive information about the real worth of specific professions

Summary and Recommendations

It should be mentioned, before summarizing the information gathered from survey responses, that the survey instruments used and the number of responses received preclude the use of statistical techniques — or any of the approaches suited to an empirical study. In all, with only approximately 150 respondents dealing with questions designed to gather their views and attitudes about ongoing collaborative efforts in their states, it is only possible to provide qualified conclusions.

It would not, however, have been possible at this time to identify large numbers of persons who have the experience needed to respond authoritatively to the survey instrument. The prevailing opinion that collaborative efforts have been limited — in terms of formulating state career education policies — was borne out by survey results. Very few persons from business/industry and labor have actually been involved to date in formulating policy at the state level.

Their insights, however, along with those of state career education coordinators, provide the basis for an assessment to be made of the factors that have affected, positively or negatively, initial efforts across the country to establish successful collaborative processes in career education. Further, based on that assessment, the task force has developed specific recommendations designed to encourage and strengthen these ongoing efforts.

Survey results indicate that policy development has increasingly become concentrated around state planning for career education rather than a mixture of initiatives ranging from legislative enactments to state board of education policies to state education agency activities. Although these activities are continuing, there has been an increasing emphasis on developing plans of action to bring about the statewide implementation of career education. State planning activities have, in turn, brought into existence state advisory councils which typically have been vehicles for involving representatives of business/industry and labor.

State planning for career education is not identical to formulating state policy for career education, but the two are inseparable. Although some advisory councils have more authority than others, all must deal with policy issues in arriving at an effective and responsive plan for career education implementation. Advisory councils, composed of representatives of business/industry, labor, government and

education are the primary means of developing state policies through a collaborative approach.

The fact that advisory councils typically include less than 30 members, and the fact that only a percentage of each advisory council consists of business, industry and labor representatives,[14] indicate that there are only a few people from these groups that have been involved in state-level policy development at this time.

As collaborative efforts at the state level are strengthened in the year to come, additional information will become available. The views and attitudes of those who have been involved, and the recommendations of the task force, are summarized below to assist states in strengthening and improving ongoing efforts. As additional information becomes available during the coming year, it will also be reported, through the ECS Career Education Project, to the states.

It is apparent from the findings cited in the preceding sections of this report that barriers to collaboration are intertwined. Many individual problems stem from the same origins, so that an effective solution to a given problem can be expected to alleviate other, related problems, as well. For convenience sake, problem areas have been identified that encompass sets of related problems, as indicated below.

The Recruitment Process

As the preceding discussion indicates, not many from the business/industry/labor communities have been involved in policy development activities at the state level. Labor has been seriously under-represented and there has been a tendency to rely on the same people (and the same organizations) that have shown a willingness to become involved. This heavy reliance on individuals who are known to be interested and willing to help has resulted in serious problems:

- business/industry/labor representatives often resent the intrusion on their time that career education represents, and
- representation of business/industry/labor on advisory councils is limited in numbers and not as diversified as it should be.

State officials have an important role to play in alleviating these problems. In selecting members for an advisory council, and involving people in other types of activities, a greater emphasis should be

[14]As was pointed out earlier, of the 32 states who provided percentage breakdowns of advisory council membership, 16, or one-half, reported that less than 25 percent of their members represented business, industry and labor.

placed on involving more representatives of business, industry and labor and on identifying a wider diversity of people from these groups who can contribute to career education policy development.

This, however, is the problem — not the answer. State career education coordinators have listed, as a major barrier to successful collaboration, the difficulties involved in identifying and recruiting such persons. The most feasible solution might be to request assistance from those business/industry/labor representatives who are already involved. They, through the organizations they belong to and personal contacts, are positioned to identify individuals who can contribute to career education policy development — and they are also best prepared to convince their colleagues that career education is a valid concern for them.

State officials can encourage "networking" activity on the part of business/industry/labor leaders in a variety of ways. For example, a subcommittee can be formed of the business/industry/labor representatives on the state advisory council to develop a recruitment plan that will lead to the identification and involvement of other business/industry/labor representatives in state policy development activities. Business/industry/labor members can be asked to nominate colleagues to fill vacancies on the advisory council as they occur, or to identify individuals to participate in other kinds of policy development activities.

There are undoubtedly a number of formal and informal ways to enlist the assistance of concerned business/industry/labor representatives in identifying and involving their colleagues in policy development activities. More important than the actual approach used, however, is the support and assistance state officials give to these efforts. It is important for business/industry/labor representatives to feel that their recruitment efforts are legitimate — that they are fully authorized by state officials and that they contribute to the objectives of career education by strengthening the collaborative process.

Recommendations:

- In a wide variety of ways, business/industry and labor have both voiced and demonstrated their support for and commitment to the concept of career education. In general, their greater involvement will result simply from the extension of an invitation on the part of educators and/or state officials asking for their participation in the collaborative process. It is strongly recommended that such invitations be extended.

- Invitations to business/industry and labor should be forthcoming

from high ranking state officials/educators, preferably both the governor and the chief state school officer. Their interest and concern not only establishes the legitimacy of the effort, it also helps to assure its success in terms of affecting the functioning of schools and colleges within the state.

- Similarly, invitations should be extended to high ranking officials — executive directors of major businesses/industries and labor unions. These are the individuals who can make available needed human and physical resources for implementation activities and they are also able to contribute knowledge and information that is essential to the establishment of effective career education policies and plans. Although business and labor leaders may appoint other persons to represent them, their initial and continued involvement, even through an officially designated intermediary, is essential if the collaborative process is to be more than superficial.

- Invitations should be expressed in ways that reflect an understanding of and sensitivity to the needs and interests of the business/labor communities. Unless representatives of government/education express their awareness of and responsiveness to those factors that have led to business/labor support for career education (see page) true collaboration is not likely to take place. A sample letter with suggested wording appears on the following page.

Diversity and Representativeness

Although the importance of involving major employers and labor leaders in the development of state career education policies cannot be overstated, others must also be involved. The task force has recommended elsewhere (ECS Report No. 118, *Legislating for Career Education: A Handbook for State Policy Makers*) that advisory councils be composed of not more than one-third educators, leaving two-thirds of the membership to be other individuals who have perspectives of fundamental importance to career education policy development. Business/industry and labor, of course, are among this group along with parents, students, a mix of individuals representative of the geographic, socio-economic and demographic characteristics of the state and representatives of special populations.

However, representativeness is also important from both business/industry and labor. It was noted earlier that there are many kinds of employers in a given community, including small businesses, non-profit organizations, government agencies, etc. Collectively, they tend to account for a large percentage of the employment opportunities of any community. Similarly, many working

SAMPLE LETTER

Dear _____ :

I am sure you share my deep concern for the continuing high level of unemployment in the country and in our state. While the overall rate is serious enough, it is particularly distressing to find unemployment among teenagers well above 20 percent and the rate for minority youths often twice as high.

Since many of the causes can be attributed to structural problems, including mismatches between the skills of young people and the needs of employers -- and the lack of important employable qualities in many of these young people -- there is no overnight solution. The concept of career education, however, offers the prospect for gradual and lasting improvement and a better opportunity for youth.

Under the terms "career education," new approaches are being made to make education more meaningful and effective, including providing for close linkages between the schools and the work place. Career education requires the collaborative efforts, therefore, of business/industry, labor, government and education. To help accomplish meaningful collaboration, a state Career Education Advisory Council has been established. The Advisory Council will meet in the state capitol six times a year.

Because of your organization's valuable and contributing contributions to our state, I would consider it a privilege to have your representative on the Advisory Council. Will you, therefore, appoint the person whom you feel is most qualified to help us in this most important work.

Sincerely,

people, (professionals, volunteers, etc.), typically not represented by unions, have a wealth of career education information to offer. The involvement of a variety of people with different perspectives on careers and career opportunities is necessary to the development of well-rounded career education policies at the state level.

Identifying a diversity of such individuals is often less of a problem than that of obtaining their active involvement in career education planning/policy development. The owner of a small business is typically without the resources of larger corporations and is less able to participate or to authorize someone else to represent him or her on a state advisory council. Similarly, professional working people are often fully employed and may not be able to set aside time for participation in the policy development process.

In order to successfully involve such persons, state officials may need to provide some types of assistance — ranging from transportation to and from council meetings to secretarial support services. The first step is that of identifying a diversity of individuals who have valuable contributions to make to career education policy development; the second is providing them with the kinds of supportive services they need to permit them to fully participate in the collaborative process.

Recommendations:

- An accurate assessment should be made of both the employing community and of state occupational data. Individuals should be identified who are representative of large segments of the employing community within the state as well as individuals who represent significant occupational groupings (for example, the health professions, the transportation industry, etc.), both unionized[15] and non-unionized. Such persons should be invited to participate in career education policy development.

- The composition of advisory councils should be both diverse and representative. Thus, if the council is to remain manageable in size, members may need to play dual roles (small business/minority representative, parent/rural geographic area representative, etc.). The potential that individuals have to represent a diversity of needed perspectives should be weighed in arriving at final decisions on council membership.

- Individuals who have important perspectives to offer should be

[15]It should be noted that a complete list of union organizations, by state, is published by the U.S. Department of Labor as required by the Labor-Management Reporting Act. It is available from the Department's Bureau of Labor Statistics.

invited to participate in the policy development process and should be interviewed to ascertain what, if any, assistance will be needed to assure their full and active involvement. Such assistance should be provided to the maximum extent possible.

A Common Agenda

Career education is subject to different kinds of definitions and means different things to different people. It is not uncommon to find groups of people unanimously supporting "career education," but with a variety of opinions about what it actually is.

It is particularly difficult for individuals from different sectors — business/industry, labor, government and education — to arrive at a definition of career education that is responsive to the needs and expectations of each. As many survey respondents indicated, there is often a mutual distrust among these groups — business persons sometimes feel that educators are creating a negative attitude toward business, labor leaders fear that education/work programs will displace adult workers, educators sometimes question the ability of non-educators to understand the education process or contribute to it. Overcoming these fears and establishing a common base of understanding and shared responsibility are frequently listed as essential to a successful collaborative effort.

In meeting this problem, the major responsibility must be shared by state officials (in most cases, the state career education coordinator) and the person elected to chair the council. The solution is principally that of developing a common agenda for action with agreed upon objectives that those who are involved find acceptable. If, for example, business people have a somewhat different understanding of career education than educators do, then those differences must be identified and reconciled around the development of objectives that both find worthwhile.

It can be expected that the identification of differing views and interests, and the development of a mutually agreed upon plan of action, can be expected to reduce the mutual fears that representatives of different sectors may have of one another. The collaborative process itself, to be discussed in the next section, is even more likely to be effective in reducing tension — particularly if each member has actively and openly contributed to the development of a commonly shared agenda for future action.

Recommendations:

- The establishment of a common agenda can best be accomplished, at the outset, by focusing attention on the identification of a few commonly held objectives that lead to immediate concrete action.

- Long-range objectives (encompassed by a three- or five-year career education plan) should also be established so that initial objectives can be modified in accordance with new and better information resulting from ongoing implementation efforts. The establishment of long-range objectives allows collaborative efforts to evolve, producing a stronger and more broadly-based framework for mutual cooperative activity.

- It should be emphasized, in the development of objectives and a common agenda for action, that the basic goal of career education is educational change and reform. Proposed activities should be evaluated in terms of their potential for bringing about significant improvement of the educational process.

The Collaborative Process

In most survey results, from both groups of respondents, some reference was made to the education system itself. On the negative side, there were many references to "bureaucracy," "red tape," to slow decision-making processes and to the highly decentralized system itself — where a decision, when finally made, may affect only a few students in a limited way. On the positive side, involvement was often perceived as "meaningful," (about half of all business/industry/labor respondents), a necessary component of successful collaboration.

How have states gone about providing for "meaningful" involvement? There have been several successful approaches. In some states, the active interest and involvement of high-ranking state officials (the governor, lieutenant governor, chief state school officer and state board of education members primarily) have meant that recommendations are likely to be acted upon and that such action will affect the education system in significant ways. In other states, legislation has been enacted that assures that significant changes will take place and that policy recommendations will be used to guide that ongoing process of change. In both situations, those involved in policy development activities have contributed to career education in meaningful ways.

It is important for state level policy development to accurately reflect the career education activities and needs that exist at the local level. It is this understanding of what is currently taking place, and what localities are interested in doing in the future, that commands the respect of high-ranking state officials.

Further, the fact that career education has received the endorsement and support of national business/industry/labor organizations and their affiliates at state and local levels is of major importance to state level officials. This support, and the fact that career education has

typically attracted bipartisan political support at both state and national levels, are factors that greatly strengthen its potential acceptance as an approach to improving education — and its attractiveness to state officials in leadership positions.

In short, if the barriers that are inherent in the education system itself are to be overcome, and policy development is to lead to meaningful education change and improvement, then high-ranking state officials must be involved. They, in turn, can be expected to support policies that are: (1) responsive to the needs of the state as a whole; (2) supported by major business and labor leaders; and (3) attractive to both political parties.

State career education coordinators have the major role to play in terms of identifying the existing base of support for career education in the state, assessing the interest in and support for career education at the local level, and providing that information to other state officials, including the governor, members of the legislature, the chief state school officer and other concerned officials within the department of education.

Recommendations:

- Changing those traditions that are obstacles to educational change should be viewed as one of the major objectives of the collaborative effort (rather than necessary evils that automatically limit what can be done). Those involved in the collaborative process should be fully informed of the existing structural and procedural limitations of the education system, the reasons for their existence, and the necessity of dealing creatively with them.

- The collaborative development of state career education policies and plans should be responsive to local needs and activities as determined by formal or informal needs assessment activities (for further information on needs assessment, see ECS Report No. 118, *Legislating for Career Education: A Handbook for State Policy Makers).*

- A sustained effort should be made to identify the existing base of support for career education in the state, both in the public and private sectors, and to communicate that information to policy makers in the executive and legislative branches of government. These individuals can further career education objectives far more successfully if they are fully informed of the basis of support for career education — at the local level and on the part of business, labor and political leaders.

Coordination

Another major effort that must be made, if collaborative efforts are to

be successful, is an effort to coordinate the policies and activities that are being developed with other ongoing activities at the state level that are closely related. Many survey respondents pointed to the incoherent proliferation of advisory councils, conferences, hearings, etc., dealing with improving education/work linkages. While each such activity has its own, unique objectives, they also have shared objectives. Instead of working cooperatively, sponsors of such activities frequently undermine each other's efforts by competing for the same scarce resources. Community leaders are often asked to participate in many activities that are similar in nature and perceived as a duplication of effort.

Coordinating career education activities with related activities requires state officials to develop an understanding of what kinds of activities other groups are involved in (for example, the state advisory on vocational education, the state industry-education council, etc.), and developing a plan of action for career education that both supports and builds upon those activities to the maximum extent possible. State career education planning activity can and should be responsive to the ongoing work of other groups in both the public and private sectors and should be designed to ensure that the time of those involved in such activities is not wasted.

Recommendations:

- A continuing effort should be made to identify, and develop working relationships with, groups and agencies within the state that are actively involved in career education or related activities. State career education planning objectives should include the avoidance of duplication of activity within the state and should encourage activities that are mutually supportive and that help to maximize the human and physical resources available for career education implementation.

- A wide variety of state officials — concerned with equal employment opportunity, youth unemployment and CETA, equal educational opportunity for women, the employment of handicapped individuals and vocational education, to name a few — should be routinely consulted so that career education policies are comprehensive and consistent with other ongoing efforts within the state.

A Knowledgeable Coordinator

The burden placed on the state career education coordinator is great. In addition to focusing the interests of a widely diverse group around the formulation of a state career education policy (and plan), the coordinator must also be attuned to the activities, interests and needs of school district personnel and be able, also, to involve high-ranking state officials in the career education effort.

In addition to having the necessary qualifications to meet these challenges, the coordinator needs also to be familiar with the private sector, with the language and mood of the business world and with *their* concerns about the education system. State career education coordinators need to be able to discuss inflation, productivity, cost effectiveness, collective bargaining, unemployment and recessions in the same vein as those concepts are discussed by business and labor leaders.

It is unlikely that any one person will come to the position of state career education coordinator fully prepared to meet these challenges. If they are knowledgeable about career education and have a thorough knowledge of the state's education system, they are less likely to be in close communication with, and highly knowledgeable about, the private sector. Thus, training programs and workshops for state career education coordinators are extremely important to the ultimate success of the collaborative effort. Although national organizations, such as the Council of Chief State School Officers, provide excellent training programs and materials for state career education coordinators, every effort should be made to strengthen their ability to work closely and cooperatively with business/industry and labor leaders in the state.

Recommendations:

- Among the most valuable sources of technical assistance for state career education coordinators are other state career education coordinators. These individuals often have developed successful approaches to identifying and involving the private sector in career education planning and implementation and have much to offer one another on a shared basis. State career education coordinators should establish and maintain close working relationships with one another as an ongoing form of mutual assistance.

- Other resources, at the local, state and national levels, should be identified to provide state career education coordinators with all available information, materials and consultative assistance. Since many services are federally funded, they are available to state career education coordinators at little or no cost.

- All available resources that would be helpful to state career education coordinators are not, of course, outside the state. There are also important resources within the state education agency, in other state agencies and in the private sector. State career education coordinators should be encouraged to identify sources of information and assistance that would be beneficial to them (and to advisory council members), and to fully utilize them.

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Education Commission of the States

The Education Commission of the States is a nonprofit organization formed by interstate compact in 1966. Forty-six states, American Samoa, Puerto Rico and the Virgin Islands are now members. Its goal is to further a working relationship among governors, state legislators and educators for the improvement of education. This report is an outcome of one of many commission undertakings at all levels of education. The commission offices are located at Suite 300, 1860 Lincoln Street, Denver, Colorado 80295.

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